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ABSTRACT

This research paper seeks to address new theories of learning and instructional practices that will be needed to meet the demands of 21st century education. A brief review of the literature on the topics of constructivism, reflective inquiry, and multicultural education, which form the major elements of a computer-based system called HyperCAP, are outlined. Although the new theories of learning and instructional practices are generic, they still are applicable to the future of social studies education. The HyperCAP project is explained with special emphasis on comparative analysis, the framework for the three instructional elements, and HyperCard 2.1, the information management tool used to support the desired instructional environment. The HyperCAP project combines the use of print material with computer technology in an interactive environment which, through the use of HyperCard 2.1, will allow students of history to engage in activities that include auditory, visual, and cognitive learning devices. The status of the HyperCAP project begun in the 1993-94 school year is reviewed and the future of social studies education is discussed with implications for the electronic society and expanded technology, as well as the continuing topic of cultural diversity and the contributions of cultural groups to history. (EH)

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ED 381 439

Comparative Analysis, Hypercard, and the Future of Social Studies Education

by

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As social studies educators approach the year 2000, several questions should be asked about social studies education in the future. Will contemporary instructional methods in social studies be able to accommodate the information management needs of the future? How will demographic changes affect the delivery of instruction in the social studies classroom? Which theories of learning are best suited for the social studies classrooms of the future? What will be the role of instructional technology in the social studies classroom by the year 2000?

Although the turn of the century is only a few years away, social studies education continues to suffer from traditional practices that are not consistent with new theories of learning. For instance, the typical high school history classroom teacher still uses didactic instruction geared toward the lowest levels of Bloom's Taxonomy (knowledge and comprehension at best), with a minimal amount of instructional technology. This article seeks to address new theories of learning and instructional practices that will be needed to meet the demands of the twenty-first century. Although these new theories of learning and instructional practices are generic, they are still applicable to the future of social studies education. Constructivism, reflective inquiry, and multicultural education are the major elements of a computer-based system called HyperCAP. This article begins with a brief review of the literature on constructivism, reflective inquiry, and multicultural education. Next, the HyperCAP project is explained with special emphasis on comparative analysis, the framework for the three instructional elements, and HyperCard 2.1, the information management tool used to support the desired instructional environment. Finally, the status of the HyperCAP project is reviewed and the future of social studies education is discussed.

Review of the Literature

The constructivist philosophy is based on the "assumption that learners do not passively absorb knowledge but rather construct it from their experiences" (Ashton, 1992, p. 322). The passive absorption of knowledge refers to the traditional practices of teaching and learning in which the classroom teacher directs the learning process and the students become masters of rote learning. The constructivist approach offers a fresh alternative to traditional practices of teaching and learning. Moreover, this approach is supported by current theories of cognition and learning. The constructivist approach focuses on understanding, rather than rote learning, as the primary mechanism in education.

It should be noted that the constructivist approach does not abandon existing knowledge. Knowledge is constructed by the learner based upon personal experiences, beliefs, and pre-existing mental structures. Actually, constructivist learning experiences take into account the student's existing knowledge and these experiences provide opportunities for students to develop new knowledge by fitting it into, revising, or replacing an existing framework of knowledge. This process of learning implies that the student's prior knowledge is worthwhile, but it may not be consistent with the new accepted knowledge in a particular discipline. The constructivist approach gives students the opportunity to actively construct knowledge for themselves, on their own terms, so that they can act to form meaningful mental pictures of understanding. Subject matter content has greater relevancy because students are able to develop their own frameworks of understanding. Constructivism, therefore, includes "the consolidation and internalization of information, by the learner, in a way that is both personally meaningful and conceptually coherent" (Caine & Caine, 1991, p. 147).

The change from the traditional approach to the constructivist approach of teaching and learning is not a simple matter for practicing teachers. The constructivist teacher must learn how to help students engage in self-inquiry. This means that the teacher as coach or facilitator must learn to help students reflect on their experiences for the purpose of adequately grasping the implications. This new mode of teaching and learning offers new challenges for practicing teachers.

> Teachers ...need to understand how students construct understandings of specific subject matter, if they are to match their students' conceptual understanding with educational experiences that challenge students to develop more sophisticated understandings. (Ashton, 1992, p. 322)

The rapid changes in information and technology make it necessary for schools to produce students who know how to construct understandings for themselves. The rapid rate of change makes it impossible for a social studies teacher to be able to teach a student <u>everything</u> he or she needs to know by the time of high school graduation. Since social studies is driven by concepts, rather than mere factual knowledge, it is imperative that social studies teachers use methods of instruction that promote concept learning rather than the traditional forms of instruction that emphasize memorization and recitation (Jarolimek, 1993).

<u>Reflective inquiry</u>. Although inquiry is imbedded in the process of constructivism, reflective inquiry goes beyond the initial phase of construction of knowledge.

> The reflective inquirer moves beyond the technological rationality associated with social studies as social science to a broader sphere which encompasses multiple layers of uncertainty with regard to knowledge-in-practice...Thinking and doing are one with a constant process of ratiocination carrying the learner to a decision. Thus, knowledge is a context-specific intellectual artifact. (Brady, 1994, p. 313.)

A popular approach to teaching social studies, particularly the study of American history, is to assume that traditional interpretations of historical events include a sense of finality. Social studies students, therefore, are not encouraged to "practice" exploring multiple layers of uncertainty. Such explorations can lead to new discoveries and such discoveries can lead to new decisions about the interpretation of history. Reflective inquiry encourages students to visit the event again and again, each time collecting new evidence and reshaping mental pictures of understanding accordingly.

It should be noted that reflective inquiry is not unique to social studies. The study of science has already evolved to a "hands-on, minds-on" approach that uses an ongoing process of inquiry (exploration, discovery, invention). Brain-based learning emphasizes "active processing" time for the student to stand back and examine what has transpired and what it means. "There must be intensive analysis so that the learner gains insight about the problem, about the ways in which it could be approached and about learning generally" (Caine & Caine, 1993, p. 119). The use of this theory of learning in other disciplines has already set the course for what will have to occur in the social studies classroom of the future.

Multicultural education. Sleeter and Grant (1988) define multicultural education as "the popular term used increasingly by educators to describe education policies and practices that recognize, accept, and affirm human differences and similarities related to gender, race, handicap, and class." Unlike other definitions of multicultural education, Sleeter and Grant emphasize the recognition, acceptance, and affirmation of "differences and similarities" related to racial and non-racial distinctions.

The role of multicultural education in the social studies classroom is still a matter of debate in some circles. The "Western Traditionalists," the

"Afrocentrists," and the "Multiculturalists" still have conflicting ideas about the basis of the social studies curriculum. The projected demographic patterns of the future, however, will make it difficult for some educators to ignore this issue.

> Indeed, the 1990 census revealed that one out of every four people who live in the United States is a person of color and that one out of every three people will be a person of color by the turn of the century...Students of color will make up nearly half (46 percent) of the nation's school-age youth by 2020...(NCSS Task Force on Ethnic Studies Curriculum Guidelines, 1992, p. 274).

In particular, social studies educators need to consider how this topic of debate can be transformed into a positive learning experience in the "new" classrooms of the future.

The NCSS Curriculum Guidelines for Multicultural Education, prepared by the NCSS Task Force on Ethnic Studies Curriculum Guidelines, provide 23 recommendations for the use of multicultural education in the social studies classroom. Eight of these recommendations are directly related to, and actually constitute, the objectives of HyperCAP.

> *4.0 Schools should have systematic, comprehensive, mandatory, and continuing staff development programs.*
>
> Effective multicultural staff development programs address content, value clarification, instructional skills, curriculum development and instructional materials. In many cases, teachers have not gained the historical knowledge (content) needed to emphasize multicultural education and engage in the remaining aspects of effective multicultural staff development programs.
>
> *7.0 The curriculum should help students understand the totality of the experiences of ethnic and cultural groups in the United States.*
>
> A multifaceted approach to teaching is needed to help students understand that intracultural experiences can be just as diverse as intercultural experiences. This approach is needed to help students reexamine and overcome those stereotypes that tend to accentuate differences. An appreciation for diversity can help students recognize similarities which, in turn, serve as the basis for egalitarian ideals.

8.0 The multicultural curriculum should help students understand that a conflict between ideals and realities always exists in human societies.

The study of a democratic society involves the study of "realities" as well as "ideals." Students should understand the democratic values that emerged in the United States, when they emerged, why they emerged, how they emerged, and who they affected during various periods.

9.0 The multicultural curriculum should explore and clarify ethnic and cultural alternatives and options in the United States.

Simply stated, diversity is an integral part of the history of the United States. All Americans have ethnic and/or cultural alternatives and options.

11.0 The multicultural curriculum should help students develop their decision-making abilities, social participation skills, and sense of political efficacy as necessary bases for effective citizenship in a pluralistic democratic nation.

A broad knowledge base is a prerequisite to activities which require higher levels of thinking. Furthermore, competency in the areas of social participation and political efficacy are facilitated by a broad perspective of the contributions of and the interactions among various groups in American society.

13. The multicultural curriculum should be comprehensive in scope and sequence, should present holistic views of ethnic and cultural groups, and should be an integral part of the total school curriculum.

This recommendation seeks to go beyond the common practice of identifying the "heroes and heroines" of multicultural America. While such practices can help students develop self-esteem, a "holistic" view of multicultural America should help students appreciate the contributions of "everyday" ethnic Americans. These persons have suffered the most from racism, rather than the select group of heroes and heroines. A holistic view also allows ethnic America to set its own standards for acts of heroism.

15.0 Interdisciplinary and multidisciplinary approaches should be used in designing and implementing the multicultural curriculum.

The complexities of multiculturalism, and history in general, cannot be confined to the boundaries of a single discipline.

16.0 The multicultural curriculum should help students to view and interpret events, situations, and conflict from diverse ethnic and cultural perspectives and points of view.

Social studies should be taught from the perspective of mainstream America and from the perspective of "marginalized" groups. This approach challenges ethnocentrism (NCSS Task Force on Ethnic Studies Curriculum Guidelines, 1992, pp. 279-288).

The next section describes the HyperCAP project. In particular, it shows how computer technology can be used to create an environment which supports constructivism, reflective inquiry, and multicultural education.

HyperCAP

The HyperCAP project combines the use of printed material with computer technology. The final product will include a textbook and a computer diskette. Both items are needed to develop a learning environment that encourages and supports interaction, content mastery, and higher level thinking skills. Furthermore, this interactive environment, through the use of HyperCard 2.1, will allow the students of history to engage in activities that include auditory, visual, and cognitive learning devices.

Students of history. This project is designed to appeal to a variety of audiences because of the nature of the subject matter. History textbooks are generally designed for a particular target group. For instance, most post-Civil War textbooks are designed for high school students or college students. Textbooks designed for high school students tend to be ill-suited for college students, and vice versa. In either case, most of the dominant ethnic groups tend to be underrepresented. Textbook references to various ethnic groups tend to be sporadic, at best, and they are usually treated in isolation from the topic at hand. The students of history, thus far, are the high school students or the college students.

The high school students and the college students are taught by instructors who specialize in one or more periods of the history of the United States. In most cases, however, these instructors have received very little training in the history of ethnic America. Most textbooks tend to make casual references to ethnic history. These instructors, therefore, must rely on the casual references to ethnic history since they are not equipped to explore the dynamics of American history from a multicultural perspective. Stated differently, most instructors of United States history are also "students of history"--particularly those aspects of American history that are related to multiculturalism.

The other extreme of the multicultural continuum involves textbooks that are devoted solely to the study of ethnic America and/or females (DuBois & Ruiz, 1990; Kerber & De Hart, 1991; Moquin and Van Doren, 1972; Olson, 1994; Sowell, 1981; Takaki, 1993). The authors of such books should be commended for their efforts to give minorities a place in the history of the United States. Such books, however, provide casual references to mainstream America at the expense of highlighting the lives of minority groups in America. Likewise, the instructor who uses an ethnic American history textbook must decide on excluding mainstream America or using supplementary materials to address this aspect of American history. HyperCAP attempts to address the middle of the multicultural continuum.

The third audience involves the social studies teachers of tomorrow. These "students of history" are interested in methodology as well as content. They are learning <u>how</u> to teach. They should be taught how to teach American history from a multicultural perspective. If the methodology of multiculturalism is overlooked during the teacher preparation process, the teachers of tomorrow will most likely have to engage in retraining if

multiculturalism is going to be emphasized. In addition to methodology, the teachers of tomorrow must be immersed in the content of ethnic history.

HyperCAP is designed to address the needs of these audiences. The content is presented in a simple fashion for the sake of helping these audiences learn new information and construct meaningful mental pictures of understanding. Content mastery is important in order for the history of ethnic America to have its proper place in America's classrooms. Furthermore, content mastery is the first step toward engaging teachers and students in higher levels of learning.

The project addresses the different levels of knowledge by incorporating all levels of Bloom's taxonomy of learning--knowledge, comprehension, application, analysis, synthesis, and evaluation. The higher levels of learning address thinking operations such as:

1. Identifying problems and questions for study.
2. Making inferences and drawing conclusions from data.
3. Making comparisons.
4. Developing hypotheses.
5. Using evidence to test hypotheses.
6. Planning how to study a question or a problem.
7. Getting data from a variety of sources.
8. Predicting possible outcomes.
9. Deciding what evidence is needed in studying a problem.
10. Deciding what evidence is relevant to the study. (Clark & Starr, 1991, pp. 270-275, Jarolimek & Parker, 1993, p.105).

The HyperCAP content is presented in a chronological format that allows the user to acquire basic information. The summaries and activities are designed to promote higher levels of learning, rather than simple recall or comprehension. In addition, the HyperCAP environment supports various thinking operations because the user can easily engage in the type of vertical and horizontal exploration needed to infer, compare, predict, test hypotheses, and/or draw conclusions.

As noted earlier, the textbook will include a computer diskette. The textbook will provide some historical content, teaching methodologies, and review activities. The computer diskette will provide most of the historical content, scanned images, recorded messages, original documents, and review activities. Overall, the textbook (including the diskette) can be used for whole group instruction, individualized instruction (for the teacher as well as the student), staff development, computer laboratory instruction, and computer networking. The computerized component of this textbook will make it easier for students and teachers to be exposed to multicultural content and place this information in the proper sequence of mainstream historical events.

Comparative analysis. The purpose of this textbook is to use "Comparative Analysis" and HyperCard 2.1 as a way of studying various periods in the history of the United States. Comparative Analysis (designed by the author) is an instructional process used to examine a historical period from different perspectives. For instance, the period from 1900-1945 is much more interesting when it is viewed from the perspectives of: (1) mainstream America; (2) the political arena; (3) ethnic America; (4) the educational system; and (5) women. This process forces the student to abandon the simple rendition of facts and dates--the instructional strategies commonly used in history courses. Instead, Comparative Analysis requires students to combine lower levels of Bloom's taxonomy--knowledge and comprehension--with higher levels of learning such as analysis and synthesis, to identify thematic concepts during different periods of history. Furthermore, Comparative Analysis involves the examination of thematic concepts in a cognitive environment that fosters multicultural education rather than ethnocentrism.

Thematic instruction is directly related to the way in which the human brain processes information ("brain-based learning"). According to Caine and Caine (1991), the brain is designed to perceive and generate patterns. Students learn by creating and adding to these patterns or natural categories. Knowledge becomes natural when it is sufficiently connected with what is already known. Instead of presenting subject matter in isolated, meaningless pieces, students need to experience a sense of wholeness ("dynamic gestalt"). This can be done by the use of themes. In the constructivist classroom, "curriculum is presented whole to part with emphasis on big concepts (Brooks & Brooks, 1993, p.17)." In the traditional history classroom, students are consumed with the passive absorption of bits and pieces of historical data. In too many cases, students are so preoccupied with the pieces of historical data that they never develop meaningful mental pictures of the whole.

The Comparative Analysis process does not abandon the use of pieces of historical data. Actually, the pieces of factual data are needed to help students develop a mental picture of the whole and advance to higher levels of learning and analysis. Thematic instruction, however, is an integral part of Comparative Analysis. It allows the student to begin and end the learning process with a meaningful mental picture of a period in American history.

Thematic instruction also provides a framework for the student to examine a particular historical period from a variety of perspectives. The attachment on "Americanization" features four of the five Comparative Analysis strands listed earlier. A typical instructional approach in American history involves extended emphasis on the political strand. The three wars, the outstanding presidents, and other pieces of legislation can be used to help students understand the process of Americanization during this period. This theme has a deeper meaning, however, when it is applied to the remaining

strands. Different ethnic groups serve faithfully in the three wars but the price of "americanization" usually went beyond military service. While some groups mastered the "americanization" process, the Immigration Restriction Act was an acknowledgement that some groups would be excluded. The study of this period, therefore, includes the struggle of different ethnic groups to obtain a piece of the American pie. Women were also involved in this struggle, and they obtained victories with the suffrage amendment, Frances Perkins as the first female Secretary of Labor, and the "Rosie Riveter's" in the workforce during World War II. The business world adopted "americanization" for the sake of national as well as international purposes. Capitalistic ventures abroad required a sense of conformity and stability at home. Finally, mainstream America, through the 100% American movement, upheld the standards of "americanization."

This brief demonstration incorporates lower and higher levels of learning. First, the students of history must understand the different historical events. In addition, the student must rely on his/her knowledge of history to explain why certain events occurred and how they were related to an overall theme. The theme can be provided by the instructor or the student can be required to identify and explain a theme. In either case, this process leaves the student with a "wide-angle" mental picture of a period in American history that (1) focuses on primary images; (2) provides an overlay of background information; and (3) includes the photo quality needed to recognize all of the shades of color that contributed to the primary images.

Reflective inquiry adds another dimension to this process. The knowledge base for this period of time can be revisited and reorganized to yield a different theme. Actually, each visit can involve a new "snapshot" of the period that provides a different alignment of the primary images and,

therefore, different "backgrounds" and different "shades of color." As a result, a new theme emerges after each visit. More important, however, the interpretation of history becomes a dynamic process rather than a static event. Hypersystems such as HyperCard 2.0 make it possible for students to construct and reconstruct knowledge bases (Brady, 1994).

HyperCard 2.0. HyperCard 2.0 is a programming software package designed solely for Macintosh computers. The ability to link and retrieve data from different "stacks" of information makes this software package ideally suited for a Comparative Analysis project. Furthermore, HyperCard's ability to retain scanned images and recordings adds another dimension to the possibilities of this project.

Program design. The basic methodology involves the use of an inclusive approach to the examination of American history. The events of ethnic America will be studied in the context of the events of mainstream America and the political arena. For instance, seven ethnic groups will be studied during four periods of time: 1900-1910, 1910-1920, 1920-1930, and 1930-1945 (see Attachments 2 and 3). While studying the Italian Americans during 1920-1930, the relevant HyperCard "buttons" can be activated to allow quick assess to information on mainstream America ("ms20s), the political arena (pl20s), women (wm20s), and/or education (ed20s) during the same time period. As a result, the student and teacher are able to "include" ethnic America or other non-traditional aspects of history in the study of traditional historical topics related to mainstream America and the political arena. Also, the review activities, which can be accessed at the end of each decade, will incorporate inclusive strategies that support a thematic approach to learning.

Scanned images and/or recorded messages will be included in the different strands and time periods. For instance, Attachment 4 represents an

example of a "card" that will have a scanned image or a recorded message. This image is designated by the "shadow" lettering. The user can click on the "shadowed" word and immediately view a scanned image (related pictures, maps, etc.) or hear a recorded message. Another click will return the user to the initial card.

Attachment 5 illustrates another dimension of learning. The **bold print** represents a hidden button that will give access to an original document. For instance, the user can click on the **Smith-Hughes Act in 1917** and access the original document for further analysis. This capability will open up a dimension of learning that engages higher levels of learning. In addition to the questions and/or interpretations normally posed by the author or the instructor, the user can frame his/her own questions and/or interpretations based on the original document.

The HyperCard environment will also allow the user to analyze history by year, decade, strand, group, topic, or different combinations. Topical analysis enhances thematic instruction. For instance, the "role of the family" was directly related to "americanization." The periods of war affected the family through overseas military duty, industrialization, and women in the workforce. Although each war had an "americanizing" effect, the role of the family was eventually altered. Other topics related to "americanization" during this time period include racism, individualism, standards of beauty, and the popularity of sports.

The review activities will always begin with exercises designed to test the student's level of knowledge. Of course, the student's level of knowledge must be, and will be, inclusive. The groups addressed in this program represent enough diversity for the final product to be of interest to most students and teachers throughout the country. Yet, HyperCAP still helps the

user to master the basic facts of mainstream American history. The review process continues with activities designed to address problem solving, comparing and contrasting, predicting, analyzing, and evaluation. Finally, suggestions for further study will be provided. The review activities will be designed to give the users the opportunities needed to actively construct knowledge for themselves (constructivism), on their own terms, so that they can act to form meaningful mental pictures of understanding.

It should be noted that HyperCAP emphasizes good teaching methods as well as historical content. In addition to historical content, the textbook will also include tips on instructional methodology. The methodologies used for the review activities (for instance, constructivism) will be explained in the textbook. Another instructional methodology that helps to emphasize cultural diversity in American history is cooperative learning. Cooperative learning strategies will be used in the review activities. The effectiveness of cooperative learning as a multicultural teaching strategy will be explained in the textbook. (NOTE: The textbook will also include historical content and review activities.)

The program begins with a timeline that reflects the four time periods and the five strands. Each strand has four beginnings--one for each time period. Each strand begins with a table of contents (see Attachment 2--Ethnic Strand, 1900-1910). Each entry on the table contents has a hidden button that will allow immedate access when the button is clicked. Otherwise, the user may elect to return to the opening timeline or proceed to another strand in the same time period.

In addition to the hidden buttons for scanned images and original documents, certain cards will have "curiosity buttons." These buttons will allow the user to access a different strand and/or time period that also

addresses the highlighted subject matter. For instance, the information on the NAACP during 1910-1920 can be linked to the information on the NAACP during 1930-1945--in the same strand or another strand.

Each decade and strand will end with a summary page (similar to Attachment 1). It is important for the user to have a panoramic view of all of the strands during a particular period of time. The summary page will identify important events in the context of chronological order and the appropriate strand. Once again, the summary page will help the user understand the major events in American history from a multicultural perspective. A bibliography of sources will be included.

Status of the Project and Conclusion

This project was started at the beginning of the 1993-94 school year. Phase 1 of the project involved collecting all of the research information for each strand. Most of this work has been completed. Most of the information, however, has not been entered in the computer program. Phase 2 will involve the collection and loading of scanned images, recordings, and original documents. Also, review activities will be developed. This phase is expected to be completed by January 1995. The final phase involves field testing the computer program and writing the textbook. The latter is expected to occur rather quickly since it will follow the content presented in the computer program. A final product is expected to be ready by January 1996.

Constructivism, reflective inquiry, and multicultural education provide the foundation for the HyperCAP project. The social studies classroom of the future will have to be able to meet the demands of an electronic society. Furthermore, cultural diversity is still expected to be a topic of discussion by the turn of the century. Although history is the study of the past, the study of history will have to reflect the contributions made by the cultural groups of

the future. In addition to the anticpated longevity of computer technology and multiculturalism, the social studies student and the social studies teacher of the future must have the analytical skills and the decision-making skills needed to process and manage the rapid changes in information.

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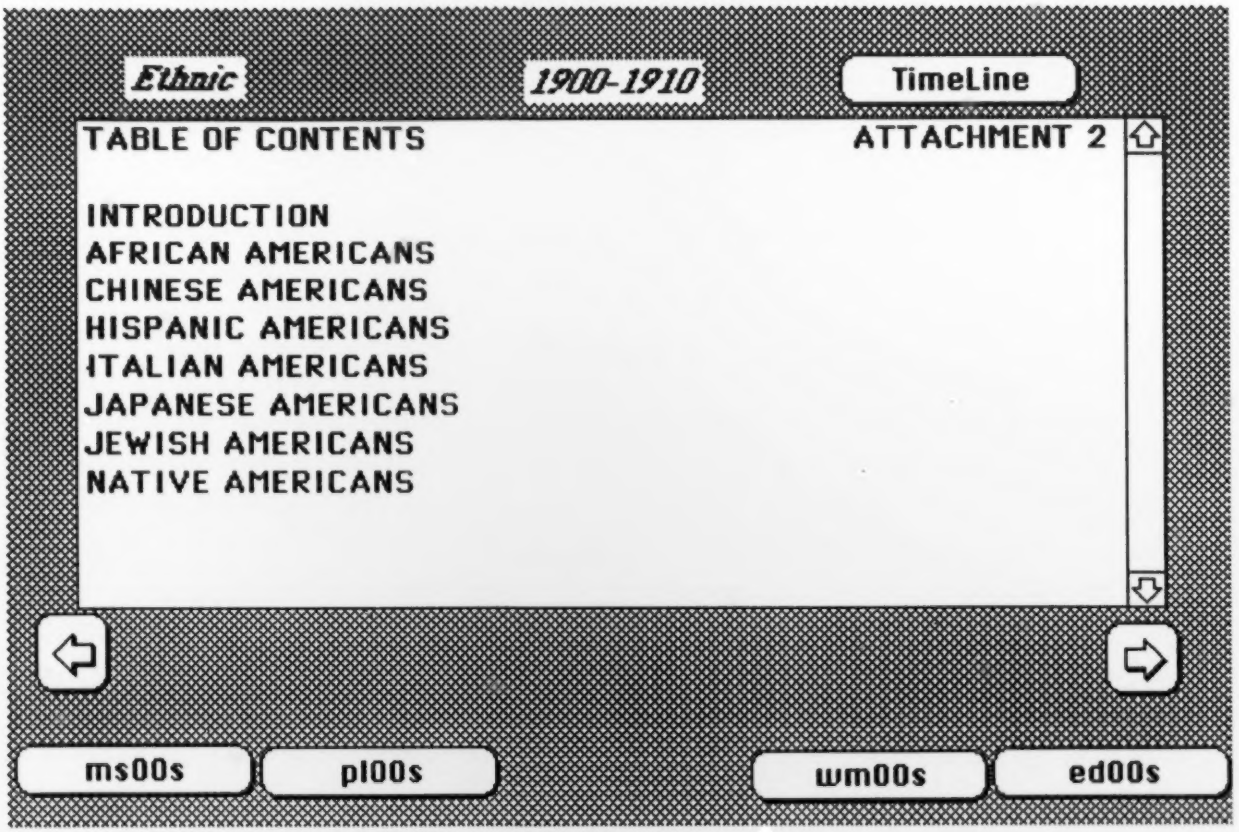
ATTACHMENT 1

AMERICANIZATION

	1900	1915	1930	1945
Business	Model T Ford Dollar Diplomacy War Mobilization	"Consumer" economy New technology Individualism Material welfare War Mobilization	Reconstruction Finance Corporation 1932 Great Depression Securities & Exchange Comm.	War Mobilization
Ethnic	Springfield riot NAACP founded Natl. Urban League Niagara Movt. Brownsville, TX	Harlem Renaissance Red Progressives Native Amer. Church Red Summer 1919 Madison Grant Immigration Restriction League Natl. Origins Act 1924 Walter White Marcus Garvey	John Collier Harold Ickes 1.5M Mexicans Indian Reorganization Act (1934)	Race riots A. Philip Randolph FEPC
Political	William McKinley Theodore Roosevelt Spanish Amer. War Panama Canal Treaty Portsmouth Treaty Swift & Company v. U.S.	Woodrow Wilson World War I Warren Harding Calvin Coolidge KKK Red Scare Espionage Act 1917 Sedition Act 1918	Herbert Hoover FDR/New Deal Isolationism Neutrality Act 1935	Lend Lease Act World War II Movie Industry Internment Camps
Mainstream	College Football Gibson Girl The Davis Man	100% Americanism Flappers		
Women	Gibson Girl NAWSA	Alice Paul/Woman's Party Miss America Contest 1921 Suffrage 1920 ERA in Congress 1923	Frances Perkins Mary Bethune ("Black Cabinet)	13M in workforce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TimeLine
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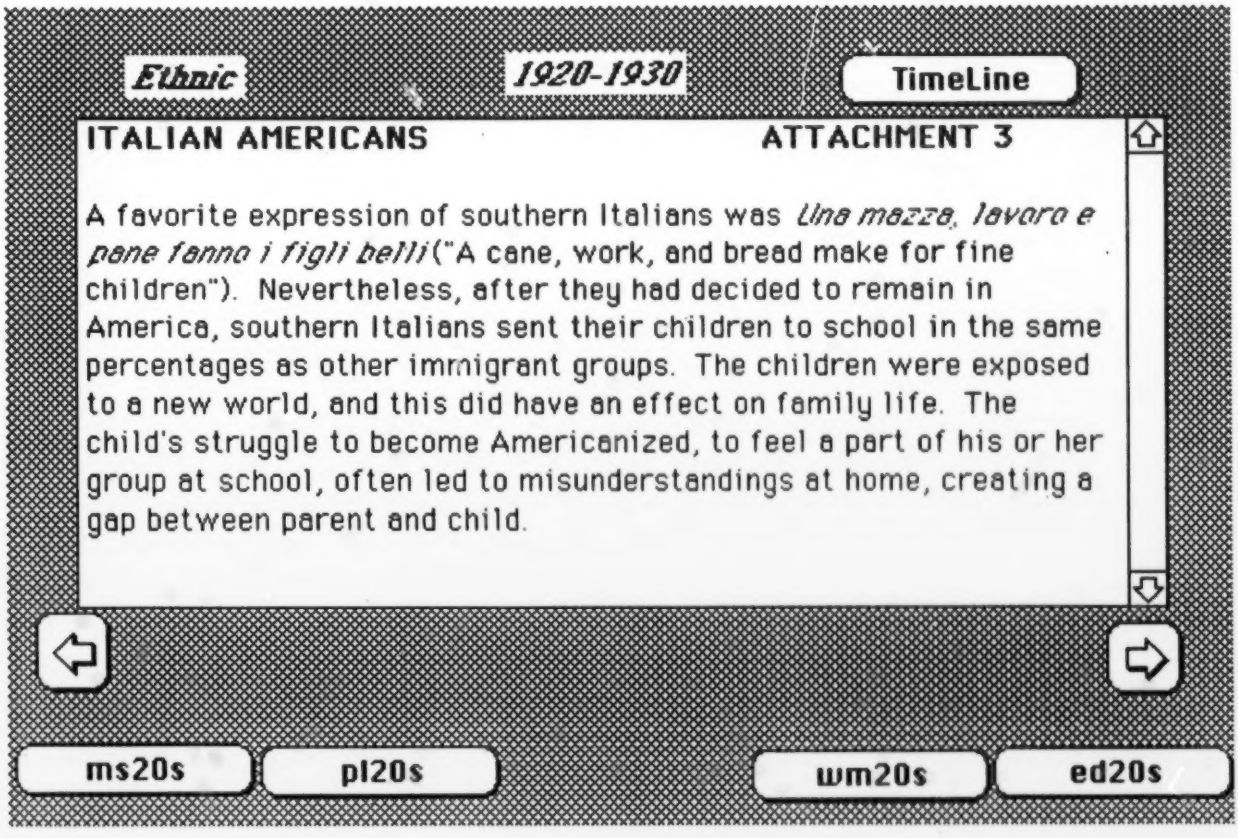
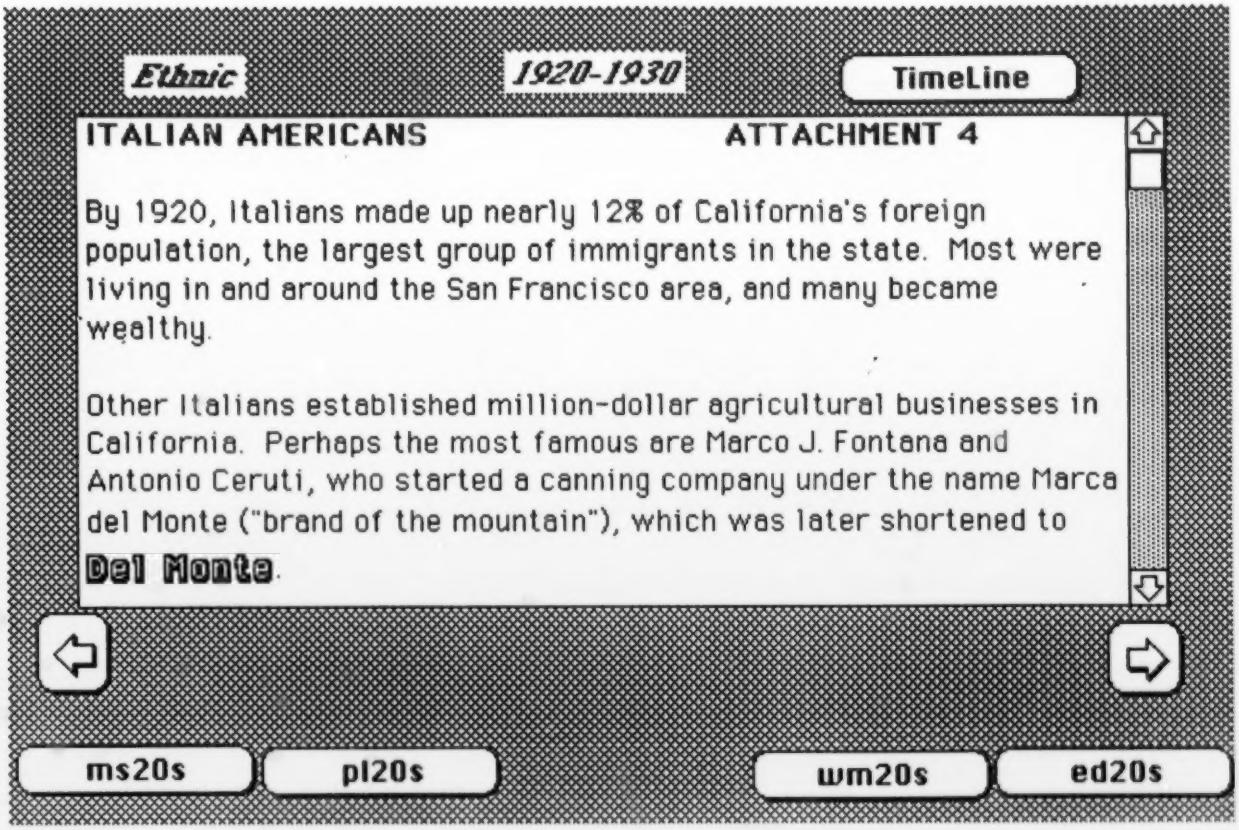
CHINESE AMERICANS
HISPANIC AMERICANS
ITALIAN AMERICANS
JAPANESE AMERICANS
JEWISH AMERICANS
NATIVE AMERICANS
ms00s
pl00s
wm00s
ed00s


Ethnic
1920-1930
TimeLine
ITALIAN AMERICANS
ATTACHMENT 3
A favorite expression of southern Italians was *Una mazza, lavoro e pane fanno i figli belli* ("A cane, work, and bread make for fine children"). Nevertheless, after they had decided to remain in America, southern Italians sent their children to school in the same percentages as other immigrant groups. The children were exposed to a new world, and this did have an effect on family life. The child's struggle to become Americanized, to feel a part of his or her group at school, often led to misunderstandings at home, creating a gap between parent and child.
ms20s
pl20s
wm20s
ed20s


Ethnic
1920-1930
TimeLine
ITALIAN AMERICANS
ATTACHMENT 4
By 1920, Italians made up nearly 12% of California's foreign population, the largest group of immigrants in the state. Most were living in and around the San Francisco area, and many became wealthy.
Other Italians established million-dollar agricultural businesses in California. Perhaps the most famous are Marco J. Fontana and Antonio Ceruti, who started a canning company under the name Marca del Monte ("brand of the mountain"), which was later shortened to Del Monte.
ms20s
pl20s
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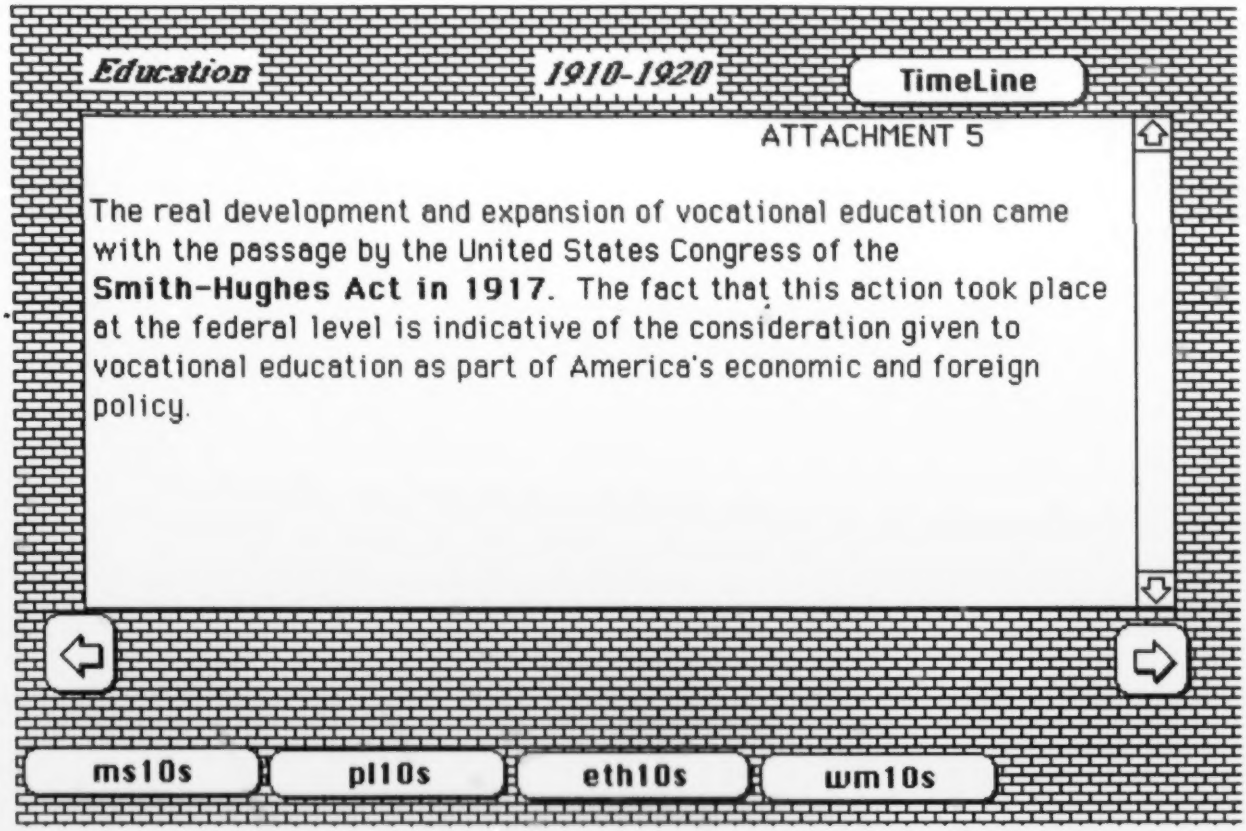
Education
1910-1920
TimeLine
ATTACHMENT 5
The real development and expansion of vocational education came with the passage by the United States Congress of the **Smith-Hughes Act in 1917**. The fact that this action took place at the federal level is indicative of the consideration given to vocational education as part of America's economic and foreign policy.
ms10s
pl10s
eth10s
wm10s